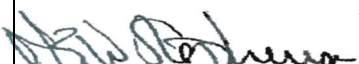




**WISE**  
ACADEMIES  
We Inspire Success and Excellence

# Special Educational Needs & Disability Policy

<b>Date Agreed</b>	<b>Autumn Term 2020</b>
<b>Date to be reviewed</b>	<b>Autumn Term 2021</b>
<b>Signed</b>	

## **Information regarding the SEND Policy**

### **Section 1 - Compliance**

All children on the SEN register will be able to access the building and curriculum. The school will aim to make reasonable adjustments where possible to ensure their needs are catered for. This is in line with The Equality Act 2010.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written to the following documentation:

- Equality Act 2010: advice for schools DFE 2013
- SEND Code of Practice 0-25 (May 2015)

### **Section 2 - Rationale**

WISE Academies values all pupils equally and celebrates their differences.

We are committed to providing high quality learning experiences, which are enjoyable and appropriate to all the children attending our settings. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is inclusive.

### **Section 3 - Definitions**

#### ***Special Educational Needs***

A child or young person has special educational needs if he or she:

- "has significantly greater difficulty in learning than the majority of others of the same age" or
- "has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools."

*(SEND Code of Practice 0-25 May 2015)*

#### ***Disability***

Those with a disability are defined under the 2010 Equality Act as those who have a "physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

This includes children with sensory impairments such as with sight or hearing, and long-term medical conditions such as epilepsy and cancer. A child with a disability does not necessarily have SEN.

#### ***SEN Provisions***

Specialist provision is matched to the child's identified special educational need. The areas of need being:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and Physical and Medical needs

#### ***Categories of Special Educational Need***

Under the 2014 Code of Practice there are two categories of Special Educational Need, SEN support, and those children who have an Education, Health and Care Plan (EHCP), which will replace a Statement of Special Educational needs.

### **Section 4 - Objectives of the SEN Policy**

To identify and provide for pupils who have special educational needs and additional needs through early identification and effectively gathering information.

To monitor the progress of all pupils in order to aid the identification of pupils with SEND:-

1. To make appropriate provision for all learners to enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
2. To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
3. To promote independence, equality and consideration for others.
4. To ensure we that we celebrate the wide range of our students' achievement.
5. To create a welcoming atmosphere for parents.
6. To work within the guidance provided in the SEND Code of Practice, 2014
7. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
8. To provide support and advice for all staff working with special educational needs pupils
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves, where possible, in planning and in any decision making that affects them.

### **Section 5 - Arrangements for coordinating SEND provision**

The SENDCO supports class teachers to compile a pupil profile and passport to learning (personal plan) based on discussions around progress, additional needs concerns. These are reviewed with parents every term.

The SENDCO, together with the Headteacher and Senior Management Team, will monitor the quality and effectiveness of provision for pupils with SEN through data analysis, classroom observation and book scrutiny.

SEN support for children will be delivered by class teachers through effective, high quality teaching.

Pupils with SEND will receive extra support through targeted input within a lesson, fluid interventions or 1-1 target work based on their SEND support plan.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessments Arrangements, Monitoring and Review procedures**

#### **Section 6 – Identification**

**A graduated approach: 'Every Teacher is a Teacher of SEN'.**

**Quality First Teaching: 'The baseline of learning for *all* pupils'.**

Identification of SEND children uses the definition given in the Code of Practice 2015 which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories.) The four broad areas Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical Needs, give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. At WISE Academies we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential

We are committed to the early identification and intervention of children who may have SEND. The class teacher will work closely with the parents / carers to identify areas of concern and the school will begin the process of gathering information and trying out intervention strategies.

Other ways to identify children include:-

- Results on entry assessments
- SATs/Interim SATs and internal tracking procedures.
- PIVATS Assessments (Performance Indicators for Value Added Target Setting)
- Results of screening/diagnostic tests administered within school.
- Teaching observations made and recommendations from school staff.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.

If a teacher has concerns regarding a child's progress or needs, the stages below should be followed.

1. Discuss their concerns with the SENDCO and review strategies already being used to teach the child.
2. Consult the child's parents for further information.
3. Identify specific concerns and collect relevant evidence to support this. Monitor the child's progress closely, differentiating work when appropriate.
4. Review progress and place on register if necessary. At this point a registration form will be completed.

### **Section 7 – Provision**

At WISE Academies we believe that high quality teaching, differentiated for individual pupils, is the first step to responding to SEND pupils. Teachers are responsible and accountable for the progress and development of all children, including where pupils access support from teaching assistants or specialist staff.

#### ***Provision for SEN Support***

After a period of monitoring a child will be identified as needing SEN support by the SENDCO in consultation with parents, teachers and where appropriate the child

Children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. The group may be taught by the class teacher and supported by a Teaching Assistant. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

#### **Education, Health and Care Plans (EHCP)**

If a pupil's needs are so significant that they have made little or no progress at SEN Support, a request for an EHCP may be made following a full formal review held with all those involved with the pupil, including parents and other professionals. If all at the review agree the form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Needs Panel, along with reports from the specialists involved. The Local Authority decide if an application is successful and will provide the additional funding.

Once a final Education, Health and Care Plan has been issued, the Headteacher in conjunction with the SENDCo, staff involved, parents and (where possible) the pupil, will discuss the type and amount of support to be given. A child who has an Education, Health and Care Plan will continue to have arrangements as for SEN Support pupils, and additional support that is provided using the funds made available through the Statement. There will be an Annual Review, chaired by the SENCO.

This process will start with **assessing** the need of the child using the information that has been gathered. Then a **plan** will be drawn up identifying the targets and interventions that will take place, as well as the expected impact on progress. The class teacher will **'do'**. At the end of the agreed time the impact should be **reviewed** and then the process will start again.

For those with an EHCP the local authority must review the plan a minimum of every 12 months.

### **Section 8 - Monitoring and Review of Provision**

Monitoring of progress of all children with Special Educational Needs and Disabilities will be carried out with reference to assessment data (each ½ term), by the Senior Management Team under the leadership of the Headteacher. Monitoring of day-to-day progress of children will be carried out by the class teacher and used to inform future differentiation within whole class planning.

### **Section 9 – Responsibilities**

In WISE Academies we believe in a shared approach. Outlined are the responsibilities of stakeholders.

#### **Responsibilities of the SENDCo :**

- Co-ordinating provision for those children with SEN in line with the school's SEN policy.
- Ensuring liaison with parents and other professionals in respect of children with SEN.
- Advising and supporting all staff within the school setting, including signposting staff to appropriate CPD.
- Ensuring that appropriate recording and assessment of provision and its impact is in place.
- Ensuring that relevant background information about children with SEND is collected, recorded and updated.
- Monitoring the effectiveness of provision for children with SEND
- Regularly review the SEND register (termly)
- Attend pupil progress meetings where relevant to discuss issues and actions
- Attend reviews and complete relevant paperwork

#### **Responsibilities of the Governing Body :**

- Determining the school's general policy and approach to provision for children with SEND.
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor with special responsibility for SEN to monitor closely the school's work on behalf of SEN.
- Ensure that the SEN policy is available for inspection by parents on request.

#### **Responsibilities of the Headteacher :**

- Managing all aspects of the school's work, including provision for those children with SEND.
- Keeping the Local Governing Body fully informed.

### Responsibilities of teaching staff

- Ensure all children receive equal time with teachers and support staff.
- Begin an evidence trail when a pupil's progress or development begins to concern them, this should be done on the electronic chronology sheet.
- Maintain day-to-day recording and assessment for pupils with SEN.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Be involved in the development and implementation of the school's SEND policy.
- Plan and cater for the relevant needs of the children.
- Ensure SEND information (profiles etc) are updated and shared with new teachers.
- To write, review and implement targets for pupils on a termly basis.

### Responsibilities of non-teaching staff

- Liaise/plan with teachers and SENDCo for the provision of pupils with SEND.
- Maintain records of interventions and feedback relevant information to class teacher to take children's learning forward.

### Role of Child and Family Liaison Manager

- Share relevant information regarding children on SEND register with SENCo
- Consult with Headteacher and SENDCo regarding referrals to external agencies.

### Role of parents

With reference to the Lamb enquiry (2009) we would hope that parents will be willing to work in partnership with the school and support their children.

- To liaise with key staff including the SENDCO and class teacher as appropriate
- To attend relevant reviews and contribute to the evaluating and setting targets for their children.
- Contribute to meetings by completing relevant paperwork

### Role of the pupil

At WISE Academies we endeavor to seek the 'pupil' voice of children with SEND. We support them in evaluating their provision and contributing to setting targets for improvement.

### **Section 10 - The School's Arrangements for SEN and Inclusion In-Service Training**

Support and Aspirations highlights the importance of staff being well equipped to support children with SEN:

"Depends on every teacher having excellent knowledge and skills" DfE (2011: 59)

Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

## **Collaborative Working**

### **Section 11 - The use made of teachers and facilities from outside the school, including support services**

For successful provision and inclusion for all children collaboration between agencies is key as identified by the government in Support and Aspirations, it advises we must;

*"Encourage innovative and collaborative ways of providing better support for children"*

DfE (2011:93)

The SENCO liaises frequently with a number of other outside agencies for additional support for children, we can obtain support from:

- Social Services
- School Nurse
- Health Visitors (Early Years)
- Pediatrician
- GP (doctors)
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)/(CYPS)
- Autism Outreach Team
- Behaviour Improvement Team (Key Stage One and Two)
- Physiotherapy
- Occupational Therapy
- Educational Psychologist (EP)
- Language and Learning

Parents/carers are informed if any outside agency is involved.

### **Section 12 - Arrangements for partnership with parents/carers**

Advice from the current government highlights the importance for effective relationships between schools and parents, they are also giving greater control to parents over the education of their children. At WISE Academies we recognise the importance of strong relationships with parents and this is something we strive to achieve.

Staff and parents/carers work together to support pupils identified as having additional needs.

At WISE Academies strong links with parents/carers begin in the early stages of a child's school career, staff in the Foundation Stage partake in home visits which provide opportunities to meet the children and discuss any concerns parents may have. Home visits also allow staff to prepare for children with SEND entering the setting and adapt provisions and planning accordingly.

Parents/carers are involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs, the SENDCO will also be present at this meeting.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and try to ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEND support targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

All support plans and reviews will be copied and sent to parents/carers after meetings. Parents /carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

### **Working with disabled parents/carers**

WISE Academies recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas that are accessible.

### **Section 13 - Links with other schools/transfer arrangements**

Reception staff will meet with staff from the nursery prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs.

We have close links between the schools within WISE Academies which allows staff to share resources and expertise to ensure all children are supported appropriately. Where children attend additional provisions, such as the Severe Language Impairment Unit or Key Stage One Behaviour unit, the SENCO and class teachers ensure regular communication to provide a consistent approach to education.

### **Section 14 - Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

Our schools regularly consult with health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO, and referrals will be made as appropriate. We recognise children with SEND are more vulnerable to abuse and exploitation.

### **Section 15 - Pupil Voice**

At WISE Academies we will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their support plans, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

### **Section 16 - Reporting to the Local Governing Body**

The SENDCO will provide information to the Local Governing Body as to the numbers of pupils receiving special educational provision through SEND support, an EHCP as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that members of the Local Governing Body are kept up to date with any legislative or local policy changes.

## **Additional Arrangements**

### **Section 17 – SEND Information Report**

The Code of Practice 2015 states that each school should have a SEN Information Report and this must be published on their website.

This will include

- the kinds of SEN provided for
- policies for identifying SEN
- arrangements for consulting with parents
- arrangements for consulting with young people
- arrangements for reviewing and assessing progress towards outcomes
- arrangements for supporting children
- adaptations to the curriculum
- the approach to teaching children with SEND
- staff expertise



- how the school involves other bodies

### **Section 18 - Admission arrangements**

Children with additional educational needs are considered for admission to WISE Academies on exactly the same basis as for children without additional educational needs.

Prior to starting WISE Academies, parents/carers of children with a Statement of SEND or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Section 19 - Incorporating disability issues into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity.

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

### **Section 20 - The Use of Information Communication Technology**

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Ipads, netbooks etc are used to support and enhance where necessary.

### **Section 21 - Evaluation of Success**

Evaluation of the success of this policy requires evidence of:

- Increased parental and pupil involvement.
- Careful monitoring of targets achieved against those set in their support plan.
- Early identification of SEND.
- Improvement in standards of achievement by individual children as determined by formal and informal assessment.
- Staff/Local Governing Body member development with In-Service training.
- Further developing links with other schools and agencies and within the community.
- Increased progress steps from KS1 to KS2

### **Section 22 - Data Protection**

Under the Data Protection Act, we must:

- Only collect information that you need for a specific purpose
- Keep it secure
- Ensure it is relevant and up to date
- Only hold as much as you need, and only for as long as you need it, and
- Allow the subject of the information to see it on request.

### **Section 23 - Complaints Procedure**

All parents are entitled to see the special needs policy on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Class Teacher and SENCO. They can then be referred to the Headteacher so that the situation can be investigated and if necessary improved.

Any complaints from parents/carers of pupils concerning the provision made within the Academy are dealt with under the procedures of the Academy's Complaints Policy.

